



Kohala

Elementary School

Grades K-5

School Status and Improvement Report



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Focus On Standards

This *School Status and Improvement Report* has been prepared as part of the Department's educational accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

The report includes a description of the school and information on the **context**, **process**, and **outcomes** at the school for the 2000-2001 school year, including a summary of the school's Standards Implementation Design (SID) **process**.

School Description

Kohala Elementary School, located on the northern-most tip of the Big Island, historically included Grades K-12. In 1996, we became a K-5 elementary school. We are accredited with the Western Association of School and Colleges.

We are a Title I school, with a school-wide plan that focuses on Literacy, Technology, and School Climate in the form of health, safety, and the development of social skills and the School To Work Core Abilities. Our students excel in mathematics. Our school has a School-Community Based Management Council.

School Address:

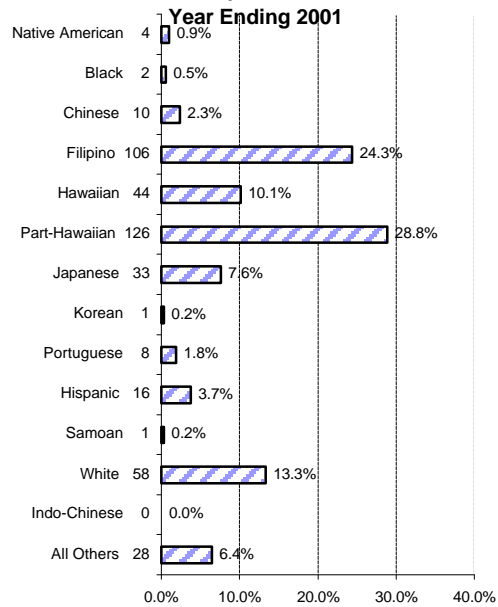
Kohala Elementary School
P.O. Box 819
Kapaau, HI 96755

Context: School Setting

Student Profile

<i>School year ending</i>	1999	2000	2001
Fall enrollment	436	438	447
Number and percent of students enrolled for the entire school year	410	430	414
	94.0%	98.2%	92.6%
Number and percent of students receiving free or reduced-cost lunch	260	255	245
	59.6%	58.2%	54.8%
Number and percent of students in Special Education programs	33	51	55
	7.6%	11.6%	12.3%
Number and percent of students with limited English proficiency	36	24	14
	8.3%	5.5%	3.1%

Student Ethnicity Distribution, School



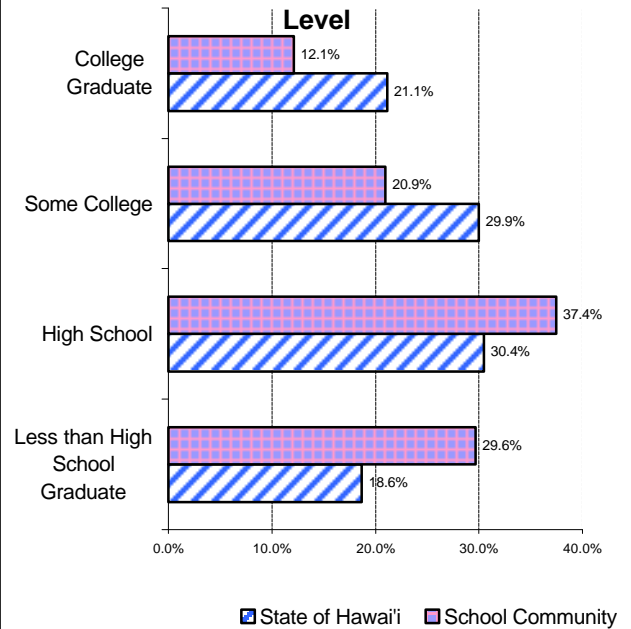
Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	3.6	3.6
Percent of households with school age children (4-19)	36.7%	31.8%
Median household income	\$31,026	\$38,829
Per capita income	\$11,423	\$15,770
Percent of households with Public Assistance income	8.7%	6.8%
Percent of children (3-19 years) below poverty level	9.5%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.

Community Educational Attainment



Process: Standards Implementation Design

The following is a summary of the school's standards implementation design for the 2000-01 school year.

- Vision:** All students at Kohala Elementary School will be empowered to reach their full potential.
- Mission:** The Mission of Kohala Elementary School is to provide an education for each student by implementing the Hawaii Content and Performance Standards with support from the school, the family, and the community.
- Beliefs:** Academically, our students work to: communicate effectively through reading, writing, and speaking; be curious and pursue knowledge through reasoning, collaborating, problem solving, and discovery; produce meaningful products; and become responsible for their life-long learning.
Socially, our students work to: make responsible decisions, demonstrate self-control and cooperation, respect themselves and others, see themselves interconnected with the people and the environment, and contribute to making the world a better place.
Physically, our students work to: practice good health habits, be drug free, and exhibit a physically active life style.
Emotionally, our students work to: recognize and manage their feelings, accept responsibility for their actions, establish achievable goals, mediate or solve differences peacefully, and take pride in their accomplishments.

General Learner Outcomes: Our school GLO's are the goals of standards-based learning. To lead full and productive lives, students need the following skills and attitudes:

- the ability to be responsible for one's own learning;
- the understanding that it is essential for human beings to work together;
- the ability to be involved in complex thinking and problem solving;
- the ability to recognize and produce quality performances and quality products.

Major Effective Areas:

- successful adoption of four General Learner Outcomes; continue to use these to improve student achievement;
- a highly relevant and meaningful curriculum (selected as a top priority strength to be built upon);
- use of research based effective practices;
- effective use of celebration of student achievement and excellence;
- a school climate that is founded on our Belief Statement about our students, including: healthy peer climate and positive classroom management built through school wide participation in the Kohala Guidance Program and violence prevention activities.

Major Growth Areas:

- the need for teachers to continue implementing Standards in all content areas;
- the need to continue identification and documentation of what represents proficient work within and across grades;
- the need for continued development of differentiated instruction;
- increased ability of students to set social, emotional, and/or physical goals.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	25.5
Regular Instruction, FTE	19.0
Special Education, FTE	4.0
Supplemental Instruction, FTE	2.5
Teacher headcount	26
Teachers with 5 or more years at this school	20
Teachers' average years of experience	12.1
Teachers with advanced degrees	8

Students per Teaching Staff Member

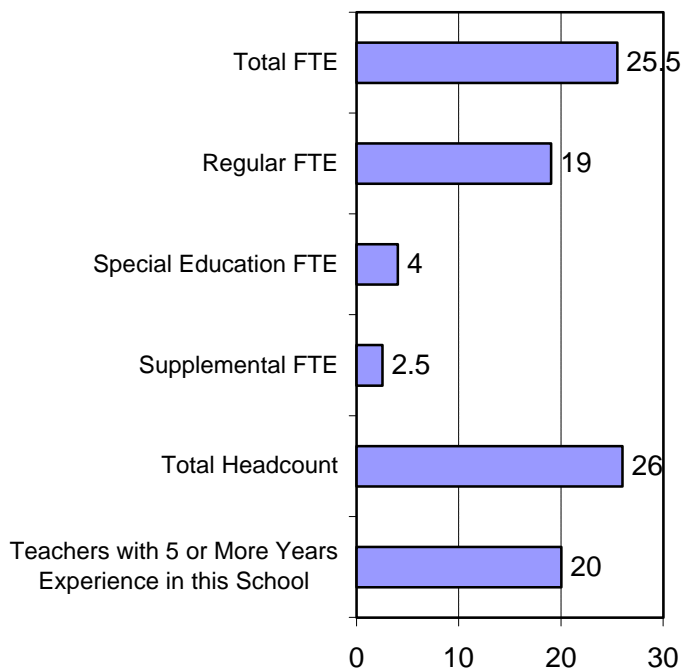
Regular Instruction	18.2
Special Education	13.8

Administrative and Student Services Staff

Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Teacher Counts



Facilities

School year ending 2001

Classrooms available	23
Number of classrooms short (-) or over (+)	-2

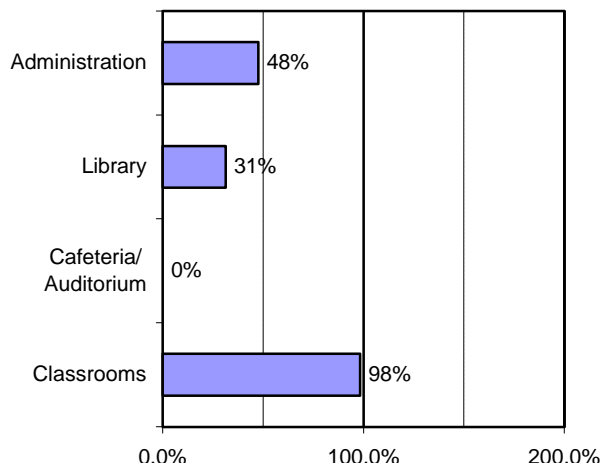
School facilities inspection results

	Score		
	1	2	3
Grounds	<input type="text"/>	<input type="text"/>	3
Building exterior	<input type="text"/>	<input type="text"/>	3
Building interior	<input type="text"/>	<input type="text"/>	3
Equipment/Furnishings	<input type="text"/>	<input type="text"/>	3
Health/Safety	<input type="text"/>	<input type="text"/>	3
Sanitation	<input type="text"/>	<input type="text"/>	3
Total	18		

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

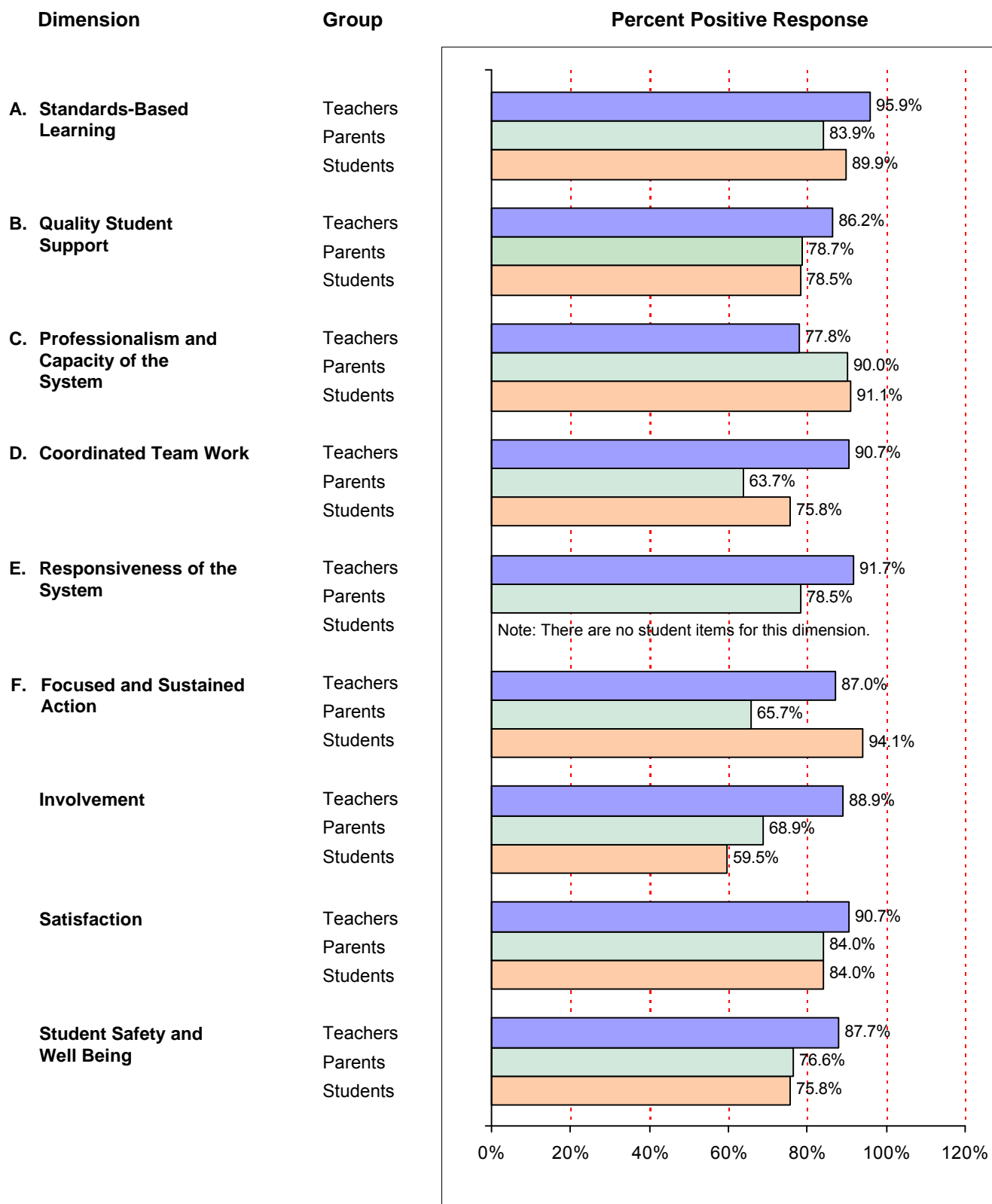
Adequacy of School's Space Compared with State Standards



School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

Outcomes: Vital Signs

School Quality Survey



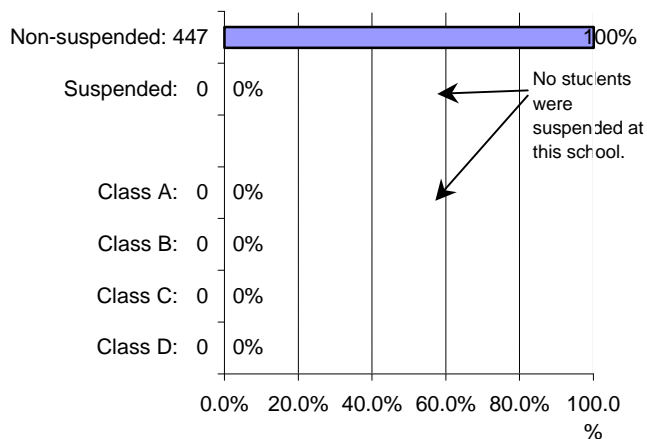
Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
Average Daily Attendance: % (higher is better)			
94.9%	94.4%	94.4%	95.0%
Average Daily Absences: in days (lower is better)			
9.3	10.3	9.4	9

Suspensions, School Year 2000-01



Class A: Burglary, robbery, sale of dangerous drugs
 Examples of class of suspension: Class B: Disorderly conduct, trespassing
 Class C: Class cutting, insubordination, smoking
 Class D: Contraband (e.g. possession of tobacco)

Statewide Testing

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at <http://arch.k12.hi.us>.